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ABSTRACT

A description is provided of "Behavioral Patterns in Mental Health and Mental Illness--Adults," a course for nursing and psychiatric technician students on psychopathology, the dynamics of psychiatric disorders, and the behavioral patterns associated with these disorders. A glossary of instruction-related terms is followed by a course description, which lists major course goals and long-range course objectives; course units; materials of instruction, including required texts, supplemental materials, resources, and audio-visual materials; and notes on the course. The bulk of the paper consists of descriptions, goals, objectives, reading lists and sample test items for each of the following units: (1) Introduction to Behavioral Patterns in Mental Health and Mental Illness; (2) Observation and Understanding of Behavior; (3) Introduction to Maladaptive Behavioral Patterns and Approaches to Treatment; (4) Anxious Behavior; (5) Withdrawn/Schizophrenic Behavior; (6) Depressed Behavior; (7) Suicidal Behavior; and (8) Suspicious/Paranoid Behavior. The final sections explain how students will be evaluated, provide sample final exam questions, present the grading system, and outline procedures for revising the course. Additional information on performance evaluation criteria is appended. (LAL)

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Education 431B
Course Paper
A. M. Cohen
Instructor
March 13, 1985

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PT IIA

BEHAVIORAL PATTERNS
in Mental Health and
Mental Illness - Adults

Instructor: Lori Sinclair

Palomares College
Psychiatric Technician Program
Winter 1985

JC 850 3/1

GLOSSARY

<u>Assessment:</u>	The determination of ability, skill, or attitude.
<u>Behavior:</u>	Action; demonstrated ability, skill, or attitude.
<u>Goal:</u>	The general outcome toward which the student is directed.
<u>Note or Select:</u>	Pick the correct choice from a given list of choices.
<u>Objective:</u>	The specific ability, skill, or attitude which the student is expected to attain.

Knowledge, Understanding, Application, Analysis, Synthesis, and Evaluation are as defined in Bloom, Benjamin: Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain. Thus, the words in the objectives carry the following meanings:

<u>Know:</u>	Be able to recall data.
<u>Understand:</u>	Comprehend, translate, explain in simple terms.
<u>Apply:</u>	Relate sets of data to formulae or principles in a manner to approach accurate solutions.
<u>Analyze:</u>	Break down into relevant, component parts; deduce.
<u>Synthesize:</u>	Combine into appropriate format; induce.
<u>Evaluate:</u>	Apply criteria in order to form judgment; determine worth.

II. Course Description:

- A. Division/Department: Health Sciences/Psychiatric Technician Program
- B. Units: 9 Lecture Hours: 3 hours/week
Lab: 12 hours/week
- C. Prerequisite: Completion of PT IA and B
(student population) Psych IA with a minimum grade of C.
This is a required course in the Psychiatric Technician major.
Anticipated student drop-out rate: 10%

III. Glossary

Handout will be given with each module.

IV. Course Contents

A. Description:

The focus of this course is on psychopathology and the dynamics of psychiatric disorders and the behavioral patterns associated with these disorders. Social and environmental aspects of an individual in emotional disequilibrium, care and treatment of acute and chronic disorders, both functional and organic, remediation use of verbal and nonverbal communication techniques, use of prescribed medication as a treatment modality, assessment and intervention are presented. Community mental health and the role of the individual in society are discussed.

A.1. Major Course Goals:

There are two levels of objectives and goals related to this course as part of a vocational program at a community college. Those goals in the first level are broad and apply to the college as a whole. They are related to the types of curricula offered and the development of the student intellectually, socially, and individually.

The second set are objectives and are more specific, relating directly to the individual course.

B. Long-Range Course Objectives:

1. Of the students who complete this course, when contacted one year later, 90% of them will have passed the State Board of Vocational Nurses and Psychiatric Technician Exam.
2. When contacted one year following completion of this course, 80% of those students who are licensed and practicing in a psychiatric facility will use clinical assessment approaches as defined in this course. This will be represented by their having available written treatment plans identifying behavioral problems, clinical assessment data and planned intervention for three patients.
3. When contacted one year following completion of this course, 90% of the students who are licensed and working in a psychiatric facility will demonstrate knowledge of available community resources. This will be represented by the written referrals prepared for discharge planning meetings on three patients.
4. When visited one year following completion of this course, 80% of those students working in a psychiatric facility will function as an integral part of the health care team. This will be represented by verbal statements of five members of the health care team verifying their confidence in the student's ability to function satisfactorily independently and with the team, and by appropriateness of treatment approaches.

At the conclusion of this course, the student will be able to:

1. Know, evaluate and understand basic behavioral patterns related to functional and organic psychiatric disorders.
2. Know the role of the psychiatric technician as a member of the mental health care team.
3. Develop and utilize effective methods of communication.
4. Establish, maintain, and terminate a one-to-one relationship with a selected patient.
5. Know the basic principles of care for the adult with identified biological, psychological, or social dysfunction.
6. Apply the nursing process: assessment, plan intervention, intervention, evaluation.
7. Accurately administer psychopharmacological medications.
8. Know the health services and resources for the local region available to the family.
9. Demonstrate skill in multiple approaches involved in providing care for adults in emotional disequilibrium.

Week	Unit	Theory	Clinical
1.	None	Orientation	
2.	A.1	Introduction to Behavioral Patterns in Mental Health and Mental Illness	
3.	Cont.		
4.	A.2	Observation and Understanding of Behavior	
5.	A.3	Introduction to Maladaptive Behavioral Patterns and Approaches to Treatment	Assigned Faculty
6.	Cont.		Tuesday: 8-4:30 pm
7.	A.3.1.	Anxious Behavior	Wednesday 8-12 pm
8.	Cont.		
9.	A.3.2.	Withdrawn/Schizophrenic Behavior	
10.	Cont.		
11.	Cont.		
12.	A.3.3.	Depressed Behavior	
13.	Cont.		
14.	A.3.4.	Suicidal Behavior	
15.	Cont.		
16.	A.3.5.	Suspicious/Paranoid Behavior	
17.	Cont.		
18.		FINAL EXAMINATION	

V. Materials of Instruction

A. Texts Required:

1. Coleman, James. Abnormal Psychology and Modern Life, Illinois: Scott, Forsman and Co., 5th Edition, 1976
2. Aguilara, Donna C. and Janice M. Messick. Crisis Intervention: Theory and Methodology, St. Louis: C.V. Mosby Co.

3. Rosenbaum, C. Peter and Bebe, John E. Psychiatric Treatment Crisis/Clinic/Consultation, New York: McGraw-Hill, 1975.
4. Bergersen, Pharmacology, St. Louis: C.V. Mosby Co., 1977.

B. Supplemental Materials Required:

1. The Counseling Process, Delaney and Eisenberg, Rand McNally College Publishing Co., Chicago, Second Edition.
2. Intervention in Human Services, Schulman, the C.V. Mosby Co., 1974.
3. Rules and Regulations-Psychiatric Technicians. Issued by the Board of Vocational Nurse and Psychiatric Technician Examiners, 1975.
4. The Psychiatric Technician Law. Issued by the Board of Vocational Nurse and Psychiatric Technician Examiners, 1975.

C. Resources (available in the Health Sciences and main College libraries):

1. Bergess, Ann., Psychiatric Nursing in the Hospital and the Community, New Jersey: Prentice Hall, 1976.
2. Johnston, Mabel, Mental Health and Mental Illness, Philadelphia: J.B. Lippencott Co., 1977
3. Kalkman, Marion, Psychiatric Nursing, New York: McGraw-Hill Book Co., 1978
4. Liberman, Robert, A Guide to Behavioral Analysis and Therapy, New York: Pergamon Press, 1972

5. Mereness, Dorothy, Essentials of Psychiatric Nursing, St. Louis, C.V. Mosby Co., 1975
6. Rothman, Theodore, Changing Patterns in Psychiatric Care, New York: Crown Publishers, Inc., 1979
7. Shwartz and Shwartz, The Psychodynamics of Patient Care, Englewood Cliffs, N.J: Prentice-Hall Co., 1976.
8. Woods, Nancy, Human Sexuality in Health and Illness, St. Louis, C.V. Mosby Co., 1975.
9. Yalom, Irvin, The Theory and Practice of Group Psychotherapy, New York: Basic Books, Inc., 1970
10. Zinberg and Robertson, Drugs and the Public, New York: Simon and Schuster, 1980.

D. Audio-Visual Materials:

1. AJN Programmed Instruction Booklets:
 - a. Anxiety, September, 1975, No. 9
 - b. Understanding Defense Mechanisms,
September, 1972, No. 9
 - c. Understanding Hostility,
October, 1977, No. 10

VI. Notes on the Course

In this type of learning experience, content is divided into weekly segments called units, each of which must be mastered in order to proceed. To be successful, 80% mastery is required. Each sequence of theoretical data will be presented as a unit and evaluated weekly.

Notes on the Individual Units

The units are a guide to aid the student in learning and implementing effective interventions with behavioral patterns in

both health and illness of the individual and the family in a community setting, as well as the Community Mental Health approach to providing primary, secondary and tertiary mental health services. It is the instructor's objective to facilitate the student's mastery of information and skills, and his ability to implement the nursing process. The goal for the student is to function effectively as a psychiatric technician providing biopsychosocial aspects of care for both the individual and the family in emotional disequilibrium.

PT A.I

Introduction to Behavioral
Patterns in Mental Health and Mental Illness

A. In this unit you will be given an overview of this course including readings and requirements in the clinical area as well as in theory. You will also be introduced to the fields of psychiatry, mental health, and the mental health movement. The following goals and objectives refer to the theory portion of this course. Clinical goals and objectives are addressed in the lab component taken with the course.

B.

I. Goal: You will be familiar with the incidence and types of maladaptive behavior and popular misconceptions about abnormal behavior.

Objectives:

1. Verbally, in class, the student will participate in a discussion on misconceptions concerning abnormal behavior. Be sure to include:
 - a. the belief that abnormal behavior is bizarre;
 - b. the view that normal and abnormal behavior are different in kind;
 - c. the belief that a mental disorder is something to be ashamed of. Criterion: 100%
2. In class, in writing, given a list of key behavioral patterns, the student will match them with the appropriate type of maladaptive behavior/
diagnosis. No references. Criterion: 90%

II. Goal: You will be familiar with terms used to refer to abnormal behavior.

Objectives: 1. In class, given a list of 20 terms used to refer to abnormal behavior, the student will write sentences in which he defines and uses the terms correctly in context. No references.

Criterion: 100%

III. Goal: You will understand the role of prevention and mental health.

Objectives: 1. In class, given a description of a psychiatric disorder and an intervention, you will note whether it is primary, secondary or tertiary prevention. No references. Criterion: 80%

2. In class, you will participate in a small group discussion on the role of the psychiatric technician in the three levels of prevention.

Criterion: 100%

IV. Goal: The student will understand the principles of psychiatric intervention.

Objective: In class, given a description of psychiatric interventions, the student will state the rationale based on theory supporting each approach. No references.

Criterion: 100%

V. Goal: The student will be familiar with the type of community resources available for psychiatric patients.

Objective: 1. In class, in writing, the student will write a 300-500 word essay on community resources for the psychiatric patient, including:

- a. Type of facility
 - 1. Board and Care
 - 2. Outpatient/Day Care
 - 3. Independent Living

- b. Level of function for patients referred to each
- c. Relationship to the Community Mental Health system
- d. Financial Considerations

Criterion: 80%

C. Readings (From list of required course readings):

- 1. Coleman, James, Abnormal Psychology and Modern Life, Chapter 1, Abnormal Behavior in our Times, Chapter 21, Action for Mental Health.
- 2. Burgess and Lazarre, Psychiatric Nursing in the Hospital and the Community, Chapters 1-6.
- 3. Matheney, Ruth, Psychiatric Nursing, Chapters 1-7.
- 4. Therapeutic Approaches Handout.

Audio Visual Resources:

NRL: "Psychiatric Nursing: Nurse-Patient Relationship"

D. Sample test items:

- 1. In 25 words or less, define the following terms and write a sentence using the term correctly in context.
 - a. Abnormal behavior
 - b. Maladaptive behavior
 - c. Mental disorder
 - d. Psychopathology
 - e. Behavior disorder
 - f. Mental illness
 - g. Mental disease
 - h. Emotional disturbance

Observation and Understanding of Behavior

In this unit you will look at issues relating to personality development, motivation, and adjustment demands (stress); as well as causes of unusual behavior (abnormal behavior). In order to understand behavior, it is necessary to view its developmental process and the factors which alter its usual progress.

- I. Goal: The student will understand and be familiar with environmental and genetic factors which impact on personality development.

- Objectives:
1. Verbally, in class, the student will participate in a discussion on the general principles of development, according to Coleman (p.86-98). Include the major points outlined in his chapter. Criterion: 100%
 2. Out of class, the student will write a 300-500 word essay supporting arguments for both genetic and environmental influences on personality development.
 - a. theories supporting each point of view
 - b. the controversy between them
 - c. proponents of each
 - d. current trends in thinking about personality development

Criterion: 80%

- II. Goal: The student will understand that in each stage of development, there are tasks which must be completed.

- Objectives:
1. In class, the student will, given 25 definitions related to the growth and development tasks across the lifespan, correctly match them to the appropriate developmental stage. Criterion: 80%

2. In class, the student will identify, in writing, four basic principles of growth and define each in 50 words or less. Criterion: 80%

III. Goal: The student will understand behavior theory.

- Objectives:
1. In class, in writing, the student will identify the basic principle underlying behavior theory as outlined in Coleman, 100 words or less. Criterion: 100%

2. In class, in writing, the student will be able to differentiate between respondent and operant conditioning by identifying for each the type of behavior, the focus and the process. Criterion: 80%

IV. Goal: The student will understand the role of needs and motivation in human behavior.

- Objective:
1. In class, in writing, the student will define the terms "need" and "behavior" in 25 words or less. Criterion: 80%
 2. Verbally, in class, the student will participate in a discussion on Maslow's hierarchy of needs, psychological needs and their meaning for the individual, and psychological maintenance. Criterion: 100%

V. Goal: The student will be familiar with the components of stress and its impact on behavior.

- Objective:
1. The student will recall, verbally, in class, the factors involved in stress and state two responses to specific stressful situations. Include in

each response the nature of the stressor, the individual need, and the factors influencing outcome. Criterion: 80%

2. In class, in writing, the student will define the following defense mechanisms in 25 words or less. Criterion: 90%

Fantasy	Projection
Repression	Displacement
Regression	Reaction Formation
Denial	Rationalization
Compensation	Intellectualization

C. Readings

1. Arkara, Behavior Modification: A Procedural Guide for Social Workers, Chicago, University of Chicago Press, 1977.
2. Coleman, James, Abnormal Psychology and Modern Life, 5th Edition, Chapters 4 and 5.
3. Sulzer, M and Mayer, P., Behavior Modification Procedures for School Personnel, 2nd edition, Chapters 1-8.
4. NSI Module, "Stress and Human Behavior."

PT A.3

Introduction to Maladaptive
Behavioral Patterns and Approaches
to Treatment

In this unit you will be introduced to maladaptive behavioral patterns and approaches to treatment based on a model.

I. Goal: The student will be familiar with the main concepts, major proponents and the impact of various models.

Objectives: 1. In class, the student will write essay questions of 100-200 words each on each of the following models. Be sure to include the main concept, major proponents in the field, basic principles of each and explain the impact on our views of psychopathology. Criterion: 80%

- a. Psychoanalytic model
- b. Behavioristic model
- c. Humanistic model
- d. Existential model
- e. Interpersonal model
- f. Sociocultural model
- g. Interdisciplinary Approach
- h. General Systems Theory

II. Goal: The student will be familiar with purposes and uses of clinical assessment.

Objectives: 1. In class, in writing, the student will define the term clinical assessment in 50 words or less and list three purposes and three uses for carrying it out. Criterion: 80%

2. Given a list of 10 terms commonly used in clinical assessment, as outlined in Coleman, the student will, in writing, define each in 25 words or less. Criterion: 90%

3. Verbally, in class, the student will participate in a discussion of the kinds of information that can be obtained from direct observation of behavior. Criterion: 100%

III. Goal: The student will be familiar with various approaches to treatment of maladaptive behavior.

- Objectives:
1. Verbally, in class, along with one or two classmates, the student will present a report on the uses, major components, advantages and disadvantages of one of the following treatment approaches.

Criterion: 100%

- a. Psychopharmacology
- b. Brain wave Therapy
- c. Behavior Therapy
- d. Psychoanalytic Therapy
- e. Humanistic-Existential Therapies
- f. Interpersonal Therapies
- g. Group Therapy

C. Readings:

1. Apple, P. Sociological Studies of Health and Sickness, McGraw-Hill, N.Y., 1970
2. Bergesen, Basic Pharmacology
3. Carlson, Carolyn, Behavioral Concepts and Nursing Intervention.
4. Coleman, James, Abnormal Psychology and Modern Life, Chapters 2, 3, 19 and 20.
5. Mereness, Dorothy, Principles of Psychiatric Nursing, Chapters 1-5

Anxious Behavior

In this unit you will be introduced to the behavioral patterns of the anxious patient. You will learn the behavioral symptoms of anxiety and the defense mechanisms commonly used to relieve anxiety. You will know the neurotic pattern and medical classifications of neurosis as well as interventions utilized with the anxious patient.

- I. Goal: The student will be familiar with the function of anxiety, development of anxiety, the feeling component and behavioral symptoms of anxiety.

- Objectives:
1. Verbally, in class, the student will participate in a discussion on anxiety as a response to a perceived threat, and verbally identify 3 behavioral components of anxiety. Criterion: 80%
 2. Verbally, in class, the student will participate in a discussion of the 3 stages of anxiety development and behavioral correlates of each stage. Criterion: 80%
 3. Verbally, in class, the student will discuss the mental, physiological and emotional effects associated with anxiety, as discussed in Coleman. Criterion: 80%

- II. Goal: The student will, in class, in writing, describe 5 key symptoms of each of the following in 50 words or less. Criterion: 80%

- a. anxiety neurosis
- b. phobic neurosis
- c. obsessive-compulsive neurosis
- d. hysterical neurosis
- e. hypochondriachal neurosis
- f. depressive neurosis

- III. Goal: The student will be familiar with interventions commonly used in treating each of the above.
- Objective: 1. The student will, in class, list a major intervention used in treating the above neurotic patterns and give the rationale. Criterion: 80
- IV. Goal: The student will be able to design a care plan for the anxious patient.

- Objective: 1. Out of class, in writing, the student will design a care plan based on given data. The care plan must include:
- assessment of specific behaviors
 - problems resulting from the above
 - planned interventions
 - rationale for the plan

Criterion: 90%

Readings

1. AJN Programmed Instruction, Anxiety.
2. AJN Programmed Instruction, Defense Mechanism.
3. Assessment Tool for Anxiety, Handout.
4. Levitt, Augen, The Psychology of Anxiety, New York: the Bobbs-Merrill Co., 1967.
5. May, Rollo, The Meaning of Anxiety, New York: Ronald Press, 1950
6. Simmons, The Nurse-Client Relationship in Mental Health Nursing Observation of Anxiety

Audio-Visual Resources:

- A. Filmstrip: "The Anxious Patient"
- B. Videotape: Thin Edge Series: Anxiety

Classroom Activity

The student will come to class prepared to role play and identify examples of:

1. Defense mechanisms
2. Anxious behavior
3. Degree of anxious behavior
4. Behavioral patterns associated with neurosis

Withdrawn Behavioral Patterns

In this unit you will be introduced to those behaviors which lead to a diagnosis of psychosis. The major focus will be on the behavioral patterns of the withdrawn patient. You will be able to discuss the categories of schizophrenic symptoms, as well as the components of schizophrenic classifications.

I. Goal: The student will be familiar with those behaviors which lead to a diagnosis of psychosis.

- Objectives:
1. In class, in writing, the student will define the term psychosis (according to Beebe) in 50 words or less. Criterion: 100%
 2. Verbally, in class, the student will participate in a discussion of the 10 basic psychotic syndromes discussed by Lorr, Kleet and McNair (Beebe). Criterion: 100%
 3. Verbally, in class, the student will differentiate between process schizophrenia and reactive schizophrenia by participating in a discussion about onset, key symptoms, length of illness, treatment and prognosis for each. Criterion: 100%
 4. In class, in writing, the student will be able to describe in 50 words or less, the categories of schizophrenic symptoms as outlined in Coleman. For each category, be sure to include major behavioral patterns. Criterion: 80%

II. Goal: The student will know the components of withdrawn behavior.

Objectives: 1. In class, in writing, the student will list and describe the components of withdrawn behavior, including: regression, affective disorders, behavior disorders, cognitive and perceptual disorders. Description, in 50 words or less, must include the major behavioral symptom of each. Criterion: 80%

III. Goal: The student will be familiar with classifications of schizophrenic disorders.

Objectives: 1. Given a list of 30 behaviors and symptoms from the attached list of 50, the student will, in class, in writing, designate them as one of five types of schizophrenia:

- a. Acute
- b. Catatonic
- c. Hebephrenic
- d. Simple
- e. Undifferentiated

Criterion: 80%

IV. Goal: The student will be able to design a care plan for the withdrawn patient.

Objective: 1. Out of class, in writing, the student will design a care plan, based on given data, for the withdrawn patient. Be sure to include:

- a. assessment of specific behaviors
- b. problems resulting from above
- c. planned interventions
- d. rationale for plan

Criterion: 90%

Readings

1. Coleman, James, Abnormal Psychology and Modern Life, 5th Edition,
Chapters 8-12
2. NSL Videotapes:
 - a. "Disturbed Communication"
 - b. "Thought Disorders in Psychiatric Patients"
 - c. "Hallucinations and How to Deal with Them"
 - d. "Treatment of a Delusional Patient"
3. Rosenbaum and Beebe, Psychiatric Intervention with the Schizo-
phrenic Patient, Chapters 1-6

A.3.3

Depressed Behavioral Patterns

In this unit you will be introduced to those behavioral patterns most commonly exhibited by the depressed patient. You will gain knowledge in the types of depression, theories of depression and clinical assessment.

I. Goal: The student will be familiar with the terms used to refer to depression and depressed states.

Objectives: 1. In class, in writing, the student will define, in 25 words or less, the following terms:

- a. depression
- b. ego state
- c. manic depression
- d. involuntional meloncholia
- e. affective depression

Criterion: 90%

II. Goal: The student will be familiar with the types of depressive behavior patterns.

Objective: 1. Verbally, in class, the student will, along with one or two classmates, present a report on one of the following:

- a. hypomania
- b. acute mania
- c. delirious mania
- d. simple depression
- e. acute depression
- f. depressive stupor
- g. involuntional meloncholia
- h. neurotic depression.

Be sure to include clinical signs and symptoms, major behavioral patterns, incidence and prognosis.

Criterion: 90%

III. Goal: The student will understand the difference between endogenous and reactive depression.

Objectives: 1. Given a list of 20 characteristics of depression, the student will, in class, in writing, designate whether or not they are more closely associated with endogenous or reactive depression.

Criterion: 80%

IV. Goal: The student will be able to design a care plan for the depressed patient.

Objective: 1. Out of class, in writing, the student will design a care plan for the depressed patient based on given data. Include:

- a. assessment of specific behaviors
- b. problems resulting from above
- c. planned interventions
- d. rationale for plan

Criterion: 90%

Readings

1. Burgess and Lazaree, Psychiatric Nursing in the Hospital and the Community, Chapters 4 and 5.
2. Coleman, James, Abnormal Psychology and Modern Life, Chapters 14-16.
3. Mereness, Dorothy, Psychiatric Nursing, Chapters 6-11.
4. Rausenbaum and Beebe, Psychiatric Treatment, Chapters 11-13
5. "Signs of Psychotic Depression", Handout.
6. NSL Videotapes:
 - a. "Affective Disorders"
 - b. "Catacholamines and Depression: A Physiological Theory"
 - c. "The Role of the Nurse in Dealing with Affective Disorders"

Suicidal Behavioral Patterns

In this unit you will be introduced to the behavioral patterns of the self-destructive and suicidal behavioral pattern. You will gain knowledge about theories of suicidal behavior and clinical assessment data needed to evaluate lethality.

I. Goal: The student will be familiar with psychological terms used to describe suicide.

Objective: 1. In class, in writing, the student will define, describe in 25 words or less, and give one example of each of the following terms:

- a. unmeditated or unintentional death
- b. premeditated or intentional death
- c. submeditated or subconscious death
- d. imputed lethality

Criterion: 90%

2. The student will, in class, in writing, match the following terms with the appropriate definitions:

- a. psychological autopsy
- b. egoistic suicide
- c. altruistic suicide
- d. anomic suicide

Criterion: 100%

II. Goal: The student will be familiar with the major psychological theories of suicide.

Objectives: 1. Verbally, in class, the student will, along with one or two classmates, present a report on a major theory of suicide from the following theorists:

- | | |
|--------------|-------------|
| a. Freud | e. Durkheim |
| b. Menninger | f. Breed |
| c. Adler | g. Farber |
| d. Jourard | h. Dublin |

The report should include: theory, major tenets, associated symptoms, proponents.

Criterion: 80%

III. Goal:

The student will be familiar with factors involved in clinical assessment of lethality.

Objectives:

1. The student will, in class, list the high-risk groups in our society as outlined by Coleman, and give 3 reasons for why each is at risk.

Criterion: 80%

2. The student will, in class, in writing, describe the 5 components of the actively suicidal patient: depression, withdrawal, isolation, loss, low self-esteem.

Criterion: 100%

3. In class, the student will be prepared to role play a crisis situation assessing lethality using the "Suicide Assessment Scale".

Criterion: 100%

IV. Goal:

The student will design a care plan for the suicidal patient.

Objective:

1. Out of class, in writing, the student will design a care plan based on given data.

Include the following:

- a. assessment of specific behaviors
- b. problems resulting from the above
- c. planned interventions

Criterion: 90%

Readings:

1. Aguilera, Donna, Crisis Intervention: Theory and Methodology, Chapters 1-10.
2. Aguilera, Donna, "Suicide Assessment Scale", Handout.
3. Coleman, James, Abnormal Psychology and Modern Life, Chapters 16-18.
4. NSL Videotapes:
 - a. "When a Patient Threatens Suicide"
 - b. "Suicide"
 - c. "Suicide in Schizophrenia"
 - d. "Assessing Lethality"

Suspicious Behavioral Pattern

In this unit you will be introduced to the behavioral patterns of the suspicious patient. You will understand the causes of the behavior and the use of projection as a defense mechanism. The focus will be on assessment of the suspicious behavioral pattern.

- I. Goal: The student will be familiar with the causes and development of the suspicious behavioral pattern.

Objectives: 1. In class, in writing, the student will list 3 causes of paranoia, and the key factors contributing to the development of each.

Criterion: 80%

- II. Goal: The student will be familiar with coping mechanisms utilized by the paranoid patient.

Objective: 1. In class, in writing, the student will describe, in 50 words or less, the function of defense mechanisms and define one of the following mechanisms used by paranoid patients: denial or projection.

Criterion: 90%

- III. Goal: The student will be familiar with the continuum of behaviors in the category of suspicious behavioral patterns.

Objective: 1. In class, in writing, the student will define the terms "paranoid thinking" and "paranoid state" in 50 words or less, as outlined in Beebe.

Criterion: 100%

2. In class, in writing, the student will differentiate paranoid thinking and paranoid state by matching 20 characteristics of paranoia with the appropriate type.

Criterion: 80%

3. The student will, in class, in writing, define the following terms in 25 words or less and use them in context:

- a. illusion
- b. delusion
- c. grandiosity
- d. hallucination
- e. projective hostility

Criterion: 90%

4. The student will, in class, in writing, list the 5 categories of classic signs and symptoms of paranoia as covered in Coleman's "Diagnostic Signs and Symptoms of Paranoid Schizophrenia".

Criterion: 100%

IV. Goal: The student will be able to design a care plan for the paranoid patient.

- Objective:
1. Out of class, the student will prepare a written care plan based on given data for the paranoid patient. Be sure to include:
 - a. assessment of specific behaviors
 - b. problems resulting from the above
 - c. planned interventions
 - d. rationale for plan

Criterion: 90%

Readings:

1. Coleman, James, "Diagnostic Signs and Symptoms of Paranoid Schizophrenia", Handout.
2. Coleman, James, Abnormal Psychology and Modern Life, Chapters 18-21
3. NSL Videotapes:
 - a. "Working with Paranoid Patients"
 - b. "Thought Disorders of Paranoid Patients"
 - c. "Dan is Schizophrenic"
 - d. "Treatment of a Delusional Patient"
 - e. "Psychopharmacology as a Treatment Modality in Schizophrenia"
 - f. "A Guide to one-to-one Relationships with Psychotic Patients"

VII. A. Evaluation:

1. Methods of Evaluation:

- a. Quizzes, examinations, assignments
- b. Participation in classes and small group work
- c. Observation of student's performance in the clinical area

(See Addendum A)

2. Assignments:

<u>Assignment</u>	<u>Points</u>
Care plans	160
Written unit exams	240
Final exam	<u>250</u>
Total	800

Refer to guidelines for Process records and care plans.

B. Sample Test Questions:

The following are examples of final exam questions for the course. All performance will be under usual examination conditions.

- 1. The student will demonstrate application of the nursing process by viewing a series of vignettes on film and answering the following questions for each with 90% accuracy.

- a. Identify the type of psychiatric disorder manifested by the patient
 - b. List three problems/needs associated with this particular disorder,
 - c. List three interventions appropriate for dealing effectively with this patient.
2. The use of prescribed medications is often part of the patient's treatment plan. Given a list of five psychotropic medications, the student will identify the following for each with 100% accuracy:
 - a. Method of administration (p.o./i.m.) _____
 - b. Main effect of medication _____
 - c. Trade name _____
 - d. Dosage range _____
 - e. Three side effects _____

 - f. Main nursing implication _____

3. Given an example of dialogue between the psychiatric technician and the patient, the student will identify the communication technique being utilized by the psychiatric technician.

C. **Grading System**

1.	<u>Percentage Grade</u>	<u>Points</u>	<u>Grade</u>
	90-100%	720-800	A
	80-89%	640-719	B
	75-79%	599-639	C

For all students in the Psychiatric Technician Program, 80% mastery is required in order to proceed.

2. Students are graded on a pass/fail basis in the clinical laboratory. See Addendum A for evaluation of Effective (Pass) and Ineffective (Fail) Performance in the clinical area.

D. Procedures for revising course:

Written modular evaluations will be completed by the students at the completion of the course (see Assignments). The data will be utilized as a guide in planning future learning experiences.

Sample questions:

1. Are there any suggestions regarding the sequence of learning activities?
2. Are there topics you would like to have had discussed more fully? If so, specify.
3. Do you have suggestions concerning the manner in which the course was taught in the areas listed below:
 - a. Teaching and supervision on the clinical unit
 - b. Classroom lecture-discussion
 - c. Post-conferences
 - d. Individual conferences
 - e. Small group work
4. Please comment on the content of each module
5. Please share your feelings regarding the use of Process Recordings and Care Plans

ADDENDUM A

Criterion and Condition of Performance

A. Ninety percent of the students will complete all required coursework with a grade of "C" or better and have an absentee rate of less than five clinical days total for the year. One hundred percent of the students will pass the modular exams relating to coursework. One hundred percent of the students will meet satisfactory performance in the clinical area. Performance is graded on a pass/fail basis in the clinical area. Effective performance (pass) will be determined by the following data:

1. The student will be given verbal as well as written feedback concerning his/her effective performance in the clinical area in the form of anecdotal recordings throughout each semester.
2. There will be written trisemester evaluations noting successful areas of practice and areas that need improvement.
3. The student will be tested frequently on theoretical data in written modular evaluations, mid-term and finals throughout the semester and given the percentage of mastery achieved at the trisemester evaluations.

Note: If the student fails in the clinical lab, he or she fails the course, or vice versa.

B. Methods for evaluation of educational objectives include the following:

1. Observation of student-patient interaction,
2. Quizzes, exams and assignments
3. Participation in classes and small group work
4. Group process recordings and patient care plans

5. Clinical conferences
6. Observation of students' performance in the clinical area

C. Deficiency notices for ineffective performance will be utilized:

1. In the clinical area, if the instructor assesses a student to be unsafe in implementing care, the instructor has the right to refuse to supervise that student and will document in a deficiency notice. This student will receive a failure in the clinical area and will not pass the course. According to the Board of Registered Nurses and the Board of Vocational Nurse and Psychiatric Technician Examiners, the P.T. student is practicing on the instructor's license. The instructor's judgement and assessment abilities are the established criteria for assessing a student as unsafe.
2. Should the clinical lab performance fall below the acceptable standard, the student will be counseled in deficiency areas, given a deficiency notice and specific recommendations for changes in an effort to help improve performance. The student must exhibit behavioral change (and increased effective performance) in order to pass the course.
3. In the classroom, if the student's grade falls below the level of required mastery, the student will be notified by a deficiency notice and counseled by the instructor with specific recommendations.